Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Required texts
The social psychology textbook for this course has been replaced by high-quality, openly licensed content. This means you can read and download course content for free, without the high price tag or copyright restrictions. Rather than pulling a big book out of your bag, you can go online to find the content you need. All course content, including both social psychology readings and writing resources, can be found on the Canvas site for this course (carmen.osu.edu).

Writing resources will be posted on Canvas.

Grading Scales

<table>
<thead>
<tr>
<th>Course Points</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Quizzes (2)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>40</td>
</tr>
<tr>
<td>Midterm 2</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Class participation</td>
<td>50</td>
</tr>
<tr>
<td>Four papers (75 pts. each)</td>
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</tr>
<tr>
<td>Total</td>
<td>500</td>
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<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>465 - 500</td>
<td>(A)</td>
</tr>
<tr>
<td>450 - 464</td>
<td>(A-)</td>
</tr>
<tr>
<td>435 - 449</td>
<td>(B+)</td>
</tr>
<tr>
<td>415 - 434</td>
<td>(B)</td>
</tr>
<tr>
<td>400 - 414</td>
<td>(B-)</td>
</tr>
<tr>
<td>385 - 399</td>
<td>(C+)</td>
</tr>
<tr>
<td>365 - 384</td>
<td>(C)</td>
</tr>
<tr>
<td>350 - 364</td>
<td>(C-)</td>
</tr>
<tr>
<td>335 - 349</td>
<td>(D+)</td>
</tr>
<tr>
<td>300 - 334</td>
<td>(D)</td>
</tr>
<tr>
<td>299 and below</td>
<td>(E)</td>
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<tr>
<td>Date</td>
<td>Chapter/Topic</td>
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<td>------</td>
<td>---------------</td>
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<td>Introduction to Course - Rhetorical situation</td>
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<tr>
<td>1/12</td>
<td>Methods in Social Psychology</td>
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<td>1/17</td>
<td>Methods in Social Psychology - Plagiarism and Citation</td>
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<td>1/19</td>
<td>Groups</td>
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<td>1/24</td>
<td>Groups</td>
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<td>1/26</td>
<td>Aggression</td>
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<td>1/31</td>
<td>Aggression</td>
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<td>2/2</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>2/7</td>
<td>Altruism and Cooperation</td>
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<td>2/9</td>
<td>Altruism and Cooperation</td>
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<tr>
<td>2/14</td>
<td>The Social Self</td>
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<td>2/16</td>
<td>The Social Self – Writing Introductions</td>
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<td>2/21</td>
<td>Social Cognition – Logical Fallacies</td>
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<td>3/2</td>
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<tr>
<td>3/7</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>3/9</td>
<td>Attitudes – Writing Conclusions</td>
</tr>
<tr>
<td>3/14</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/16</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/21</td>
<td>Attitudes</td>
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<tr>
<td>3/23</td>
<td>Attitudes/Persuasion</td>
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<td>3/28</td>
<td>Persuasion – Grammar Fine Tuning</td>
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<td>3/30</td>
<td>Social Influence</td>
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<td>Social Influence</td>
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<tr>
<td>4/6</td>
<td>Attraction and Relationships</td>
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<tr>
<td>4/11</td>
<td>Attraction and Relationships</td>
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<tr>
<td>4/13</td>
<td>Stereotypes, Prejudice and Discrimination</td>
</tr>
<tr>
<td>4/18</td>
<td>Stereotypes, Prejudice and Discrimination</td>
</tr>
<tr>
<td>4/20</td>
<td>Stereotypes, Prejudice and Discrimination</td>
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<tr>
<td>4/25</td>
<td><strong>FINAL EXAM – WEDNESDAY- 4/25 10:00am-11:45am</strong></td>
</tr>
</tbody>
</table>
Statement of course goals
Students taking Psychology 2367.01 should acquire knowledge of scientific theory and research in the major topic areas of social psychology. With the aid of projects and assignments, students should discover the relevance of the course material to situations of everyday life. Further, they should gain an understanding of the strong (but usually unrecognized) social forces that influence others' and their own behavior in such settings as home, school, and work. The practice in written expression provided by in-class writing and short-essay homework assignments, together with written feedback from the instructor on both content and style, is intended to help in the development of writing skills.

Psychology 2367.01 Program Directors
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Specific Course Learning Outcomes
Our course goals in social psychology are…

To increase students’ SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world

To meet the Learning Objectives for the Scientific Knowledge Goal, students will:

- Understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups (GE Social Science 1)
- Describe and assess the basic psychological theories, principles, and concepts explaining interpersonal relations, social cognition, attitude formation and change, group processes, prosocial behavior, aggression, conformity/obedience and stereotyping/prejudice. (TAG 1)
- Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field’s content (APA Goal 1 – Knowledge Base)

To meet the Learning Objectives for the Understanding Differences Goal, students will:

- Understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function (GE Social Science 2)
- Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, and cognitive dissonance). (TAG 3)

To promote CRITICAL THINKING that can be applied to social and cultural contexts

To meet the Learning Objectives for the Critical Thinking Goal, students will

- Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (GE Second-Level Writing 1)
- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet. (TAG 4)
- Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research (APA Goal 2: Scientific Inquiry and Critical Thinking)

To develop WRITING AND COMMUNICATION SKILLS
To meet the Learning Objectives for the Writing and Communication Goal, students will:

- Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (GE Second-Level Writing 1)
- Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline (GE Second-Level Writing 2)
- Access and use information critically and analytically (GE Second-Level Writing 3)
- Demonstrate both effective writing and presentation skills for different purposes, and interact effectively with others (APA Goal 4: Communication)

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals

To meet the Learning Objectives for the Application Goal, students will:

- Comprehend and assess individual and group values and their importance in social problem solving and policy making (GE Social Science Learning Objective 3)
- Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life. (TAG 2)
- Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (APA Goal 3: Ethical and Social Responsibility)
- Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (APA Goal 5: Professional Development)

Coursework and Assessment

Student learning is assessed primarily through written work designed to progressively develop and refine skills, as well as through content evaluation (exams and pop quizzes) and class participation. Class meetings involve lecture and discussion, and some material will be discussed in class that is not covered in the assigned text or readings. The Psychology Department will retain written work that has been submitted for credit in this course for one year, following the University’s official retention schedule. The Psychology department may review submitted assignments (with identifying information removed) for purposes of course assessment to ensure the course meets expected learning outcomes.

Importance of written work

Psychology 2367.01 is a second-level writing course intended to promote discipline-specific writing skills. As such, it requires substantial written work from students. The written assignments and projects are intended to develop writing skills and solidify students' understanding of the lectures and readings.

The four main themes of writing in social psychology this course aims to instill in students are as follows (these are the BIG ROCKS):

1. Ability to choose appropriate evidence
2. Critical thinking
3. Communication – clarity, concision
4. Considers audience, purpose, and context
Completion of course work
Late papers will not be accepted, and make-up exams will not be given. In rare circumstances, an exception may be granted to a student who provides a validated excuse (signed Doctor’s note, hospital stay, military service training, etc.) to the instructor prior to the paper due date or exam date. If you foresee being unable to turn in a paper or take an exam on the assigned date, contact the instructor immediately to request an extension. Incomplete final grades will not be given under any circumstances. Students who do not complete the required work are advised to drop the course before the deadline to do so.

Basis of final grades
The final grade is based upon your score out of 500 points and should be computed by summing scores from all written work (total of 300 points), content evaluation (total of 150 points), and section points (total of 50 points).

Grade distributions will be based upon the performance of all students in the class. Typically, the average final grade for students in the class will be a B or B-. The standard OSU grading scheme will be used to calculate final grades. See the table on page one for greater detail. Deadlines for the papers and dates for exams, as well as reading assignments, are listed on the Course Schedule.

Class Attendance Policy
Come to class on time, and stay engaged! Attendance and active participation are a vital part of education. Think of this class similar to having a job. Not showing up to your job will get you fired, and not showing up for class will have serious negative consequences for your ability to perform well in this course. My job as your instructor is to help you learn the material, so class time will be a valuable resource for you. I will provide material, examples, and demonstrations in lecture that are not in the textbook, and some topics covered in class are not in the textbook at all. Class time is also a perfect time for you to ask me to clarify anything that is confusing with regard to writing assignments and course concepts. You will also have the opportunity to complete in-class writing assignments, which will earn you in-class writing points and you will also have the opportunity to participate in class, which will earn you class participation points.

Suggestions About Writing…
Start your papers EARLY (one week in advance)! And visit me in office hours if you are unsure whether you are on the right track with your paper, or if you do not understand my feedback on a prior paper. Students who visit me in office hours get helpful tips that wind up saving them time and improving their writing. Pre-writing is an integral part of writing well, so be sure to create an outline of your paper, and then come to office hours to run it by me. After you get back a graded paper, spend time going through my comments; if there are any you do not understand, come to see me so that you do not make the same mistakes again.

Sexual misconduct/relationship violence
"Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to
offenses against other protected categories (e.g., race). If you or someone you know has been
sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or
by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish
procedures for the investigation of all reported cases of student academic misconduct. The term
"academic misconduct" includes all forms of student academic misconduct wherever committed;
illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with
examinations. Instructors shall report all instances of alleged academic misconduct to the
committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student

**Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your
disability (including mental health, chronic or temporary medical
conditions), please let me know immediately so that we can privately
discuss options. To establish reasonable accommodations, I may request
that you register with Student Life Disability Services. After
registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely
fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307;
slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
PAPER ASSIGNMENT INSTRUCTIONS

Overview. Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal is. In fact, one of the most common reasons new college hires are fired concerns written communication skills. In this course, we will help you become a better writer by giving you practice at writing short papers and by giving you feedback. In these instructions, we will offer some helpful hints on how to go about writing your papers.

Due time. Papers are due at the start of class on the dates indicated on the schedule. Hard copies must be submitted in class. Late papers will not be accepted unless a student can provide a valid excuse before the due date of the paper.

Space limit and font size. Papers should be about three pages in length and must not exceed three and a half pages in length. As opposed to other courses, in this course, shorter and more concise papers are viewed more favorably. Strive to complete the assignments in under three pages. Papers should be written in a font that fits no more than 12 characters within an inch of text, such as Times New Roman (12 point). Try not to deviate from this font or size.

Formatting. Papers must be typed in a double-spaced format. All papers should have one-inch left, right, top, and bottom margins. Any paper with smaller type, smaller margins, that is not double-spaced, or that exceeds the maximum number of pages allowable will lose formatting points. Use the attached sample paper of Paper #1 as a guide for formatting your own paper or ask your instructor if you are unsure if your paper meets the format requirements.

Placement of name. Do not include a cover-page or a formal heading at the beginning of your paper. Instead, place the title of the paper at the top of the first page. Write your name on the back of the rubric that you will staple to the end of your paper. This policy allows for all papers to be graded anonymously.

Grading. I will grade for substantive content, along with the mechanics and style of writing, including spelling, grammar, sentence structure, and overall organization and quality of the writing. Comments on your papers will point out both good and bad points of both substance and style, with that feedback serving as a resource for how to improve your writing. Review your instructor’s comments carefully and use that feedback when preparing subsequent papers.

Style. Papers should be written in APA style (scientific writing style, not the expository writing style often taught in English courses – but abstracts and running heads are not necessary). Relying on the attached sample paper as a guide will help you to understand how these papers differ from those in other courses. Your goal should be to write as efficiently as possible. Do not waste space by using unnecessary words when making a point. This sort of writing style requires that you write a draft and then revise it repeatedly, editing it over and over until it is tightly written. The difference between good and bad writers is not so much the quality of their first drafts but rather the number of times they revise those drafts.
Suggestions regarding strategy. Always give your paper a title that tells the reader your topic. Develop the habit of writing the title of your paper and a two-sentence statement of its major point(s) before anything else. You may be surprised to discover how effective this device is in helping you to organize your thoughts. Assume that the audience reading your paper has the same background as you had before you began taking this course. Do not assume that the reader has a Ph.D. in social psychology. Explain fully what you have learned in the course.

Paper organization. Organize each paper you write around a central thesis, idea, or point. State the assertion you want to make clearly in a sentence or two in the introductory paragraph of the paper. In subsequent paragraphs, make a step-by-step argument in support of your thesis. Your paper should end with a concluding paragraph that summarizes your overall argument.

Drawing on lectures and readings. One purpose of the assignments is for you to see how well you understand the material from lectures and readings and how well you can apply that material in thinking about a new problem within a varied set of writing conditions. Thus, the information provided to you by the instructor and the text represents the building blocks that you should use in constructing your paper. It is crucial that you cite as much information as possible from lectures and readings to support your arguments in the papers. Use the papers to demonstrate that you understand the lectures, read the text, and can effectively apply the material.

Write in your own words. Although it is often appropriate to quote other authors word-for-word in papers, doing so in this course defeats the purpose of the assignments. Show that you understand the course material by explaining it in your own words, not by using the words of another author. Become familiar with paraphrasing instead of using direct quotes.

Proper use of citations. When you are explaining specific material from the lectures or readings, be sure to indicate the source of the ideas. When using a general idea that was presented in class or in the text, cite the source of the idea in parentheses at the end of the sentence. If you absolutely must use a direct quotation, indicate that you are using someone else's words with quotation marks, and state the source in parentheses at the end of the quote. Using material from lectures or text without proper citation is plagiarism. Be careful to give all authors credit for their work. Plagiarism is easy to detect, and the consequences are serious. See the APA style citation cheat sheet on Canvas for more information about citation style. Furthermore, the sample paper includes APA style citation for the online textbook, for in-class communications, and for information taken from lecture PowerPoints.

Intuition and personal experiences. A common mistake people make in writing papers for this course is citing their own personal experiences as evidence supporting their arguments. Doing so does not help to demonstrate your understanding of the course material, so you should avoid this practice and instead use specific course material to support your arguments. Your own intuition is also not a solid basis for supporting an argument; cite course material instead.

Likely performance. Regardless of your previous writing experience, you will almost certainly find the format used in this course challenging. Almost everyone receives relatively
low grades on their first few papers as they work to adapt to the style. People who think
carefully about the feedback they receive on those papers see their writing (and their grades)
improve dramatically over the course of time. So do not be disappointed if you get low grades in
the beginning; use the feedback you receive from your instructor to improve.

Additional resources. For additional assistance, visit the OSU’s writing center (see
http://cstw.osu.edu/writingcenter for more info.) or talking to your instructor and/or writing associate
during his or her weekly office hours.

Project-Based Learning. PSYCH 2367.01 is a writing course about social psychology, and
utilizes project-based learning. Project-based learning is a student-centered dynamic classroom
approach in which students take an active role in exploring real-world problems in order to
acquire a deeper knowledge. Project-based learning (in contrast to a paper-based course
dominantly led by the instructor) intends to be more personally meaningful to students and
allows students to see the educational value beyond the current classroom. It is also a more
versatile learning approach, in which multiple perspectives and skills are utilized to tackle varied
activities and skills, and students can benefit from frequent feedback that ideally comes in
different forms.

2367.01 Project-based Criteria:

1. Focuses on forming authentic questions relevant to the problem and seeking answers
   through a series of scaffolded tasks
2. Culminates in a revised product that is shared, possibly with a real audience
3. Role of instructor is that of a facilitator: do not relinquish control of the classroom,
   but rather, develop an atmosphere of shared responsibility
4. Role of students: ask questions, build knowledge, and determine a real-world
   solution to the issue/question presented
5. Engages multiple perspectives, utilizes versatile activities or skills, and generates on-
   going, varied types of feedback

In this course, our goal is to help you improve your writing through the use of social
psychological principles. In particular, there are four major writing goals that we hope to instill
during the semester. These are overarching skills that can be used both within psychology as well
as in other disciplines. First, you will learn how to choose appropriate evidence for your papers.
Second, we hope to improve your critical thinking skills. Third, you will learn to articulate your
arguments in a clear and concise manner. And, finally, you will learn how to translate your ideas
to a wide variety of audiences so that they are broadly relevant. Writing effectively, powerfully,
and concisely is a valuable skill, no matter what your ultimate career goal may be.
Students demonstrate **SCIENTIFIC KNOWLEDGE** in how individuals think, feel, and act within the context of a social world. | X | X | X | X | X | X | X | X

Students demonstrate **UNDERSTANDING OF DIFFERENCES** in how individuals and groups think, feel, and act within the context of a social world. | X | X | X | X | X | X | X | X

Students demonstrate **CRITICAL THINKING** that can be applied to social and cultural contexts. | X | X | X | X | X | X | X | X

Students develop their **WRITING AND COMMUNICATION SKILLS**. | X | X | X | X | X | X | X | X

Students make **REAL-WORLD APPLICATIONS** to societal issues, interpersonal contexts, and professional goals. | X | X | X | X | X | X | X | X